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ABSTRACT

In 1976, the College of Eastern Utah (CEU) conducted a survey of the general public, members of area educational associations, and businesses to determine if these groups perceived CEU as providing the services they desired. Results of the study indicated that the general public had, overall, a positive view of CEU. Factors most crucial in this group's opinions were (1) CEU social activities, (2) quality of academic instruction, (3) adequacy of technical training, (4) adequacy of transfer preparation, and (5) how modern the facilities were. Factors affecting educators' opinions were (1) CEU social activities, (2) quality of academic instruction, (3) convenience of CEU, (4) how modern the facilities were, and (5) length of time necessary at transfer institutions by CEU students before they could graduate. Factors affecting the opinions of the business community were (1) amount of personal attention received by CEU students, (2) quality of academic instruction, (3) adequacy of technical training, (4) adequacy of transfer preparation, and (5) convenience of CEU. While it was found that CEU enjoys a generally favorable reception throughout the community, results of the survey indicated that the college should expend more effort in clarifying its objectives and role in the community. (Author/JDS)

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IR STUDIES

COMMUNITY IMPRESSIONS OF THE COLLEGE OF EASTERN UTAH

Office of Institutional Research
College of Eastern Utah
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November 1976

Title III Program, H.E.W.

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Abstract

As a community college, the College of Eastern Utah is committed to providing the residents in its area with the academic services which they desire. This study is an attempt to measure C.E.U.'s success in doing that by examining the opinions of C.E.U. which are held by various segments of the local population.

From the results gathered from members of the general public it is seen that generally the public has a positive view of C.E.U. It is also seen that many facets of C.E.U. affect the public's opinions of C.E.U. and their willingness to recommend that students attend C.E.U. Those areas which appear to be the most crucial are the public's opinion of (1) the social activities at C.E.U., (2) the quality of the academic instruction at C.E.U., (3) the adequacy of training in technical areas, (4) the adequacy of the college's transfer preparation, and (5) how modern the facilities are.

The results from educators in the area of C.E.U. show that opinion of the technical training at C.E.U. is not a critical factor in determining whether an educator will recommend that a student attend C.E.U. The most important influencing factors among educators are their opinions of (1) the social activities at C.E.U., (2) the quality of the academic instruction at C.E.U., (3) how convenient C.E.U. is, (4) how modern C.E.U. is, and (5) whether attending C.E.U. necessitates that a student spend more time at a transfer institution before he can graduate.

Generally, a positive feeling about C.E.U. exists among members of the local business community. Areas where an improvement in an opinion of C.E.U. is likely to have a positive effect on a business person's willingness to recommend C.E.U. are opinions of (1) the amount of personal attention provided students at C.E.U., (2) the quality of the academic instruction at C.E.U., (3) the adequacy of training in technical areas, (4) the adequacy of the college's transfer preparation, (5) how convenient C.E.U. is, and (6) whether attending C.E.U. necessitates that a student spend more time at a transfer institution before he can graduate.

The results show that the College of Eastern Utah generally enjoys a favorable reception among those in its community. C.E.U. should increase its efforts to better serve those in its area and assure that this positive feeling continues. Furthermore, publication of C.E.U.'s efforts and successes in the areas mentioned above should broaden the base of support which is present for C.E.U. in the community.

Introduction

The College of Eastern Utah (C.E.U.) is located in a community which is atypical of the communities generally found in rural Utah. C.E.U. is located in eastern Utah in an area whose growth and heritage, to a large degree, is tied to the coal industry. As a result, the background of the residents in the C.E.U. area is quite different from the rest of rural Utah. Commonly, the background of rural Utah communities is agricultural, predominantly Mormon and anglo-saxon. As alluded to above, however, coal is the major industry in the area of C.E.U. As a consequence, the residents of the area form a very heterogeneous mixture of religious and ethnic backgrounds.

It is in such a community of varied backgrounds that the College of Eastern Utah attempts to meet the educational needs of the area residents. As a community college, C.E.U. has accepted the responsibility of responding to the needs of its community. To help evaluate C.E.U.'s success in relating itself to the community, this study was undertaken. The conclusions of this study should apply to several types of students. While the respondents generally were not students, they represent the community as potential students as C.E.U. strives to increase the participation by members of the community in post-secondary education. The respondents, as the parents and relatives of current and future traditional college students, express views which certainly influence and reflect the views of these future students. It can be seen then that the opinions expressed by the residents in the area and reported in this study are reflections of C.E.U.'s success in the past, and indications of the potential for the future. Where the public's perceptions are negative, C.E.U. now has the opportunity to change those perceptions and thus improve future outcomes.

Methodology

The responses reported in this study came from three distinct segments of the population. First, a sample of the residents of the area was taken. Second, members of the local education associations were contacted, and third, local businesses were contacted. In April and May of 1976, students from the local high schools (Carbon, East Carbon, and Emery County) were used to contact local residents, business managers and, in the case of Emery County, members of that County's education association. The same survey form was used by the students in interviewing the respondents; however, different sections of the form were applicable to the different types of respondents. (See the appendix.) Members of the Carbon County Education Association were contacted by Boyd Bell of the Board of Education and asked to

fill out the forms themselves. These methods resulted in 112 educators being contacted out of approximately 250 total members, 131 businesses contacted out of approximately 500, and 107 members of the general public contacted. It was felt that the latter figure was too small to provide the kinds of information desired and so in June 1976, several people were hired to interview additional members of the general public in the Price and Helper area. These interviews resulted in 146 more respondents for a grand total of 253 members of the general public contacted.

The 112 educators are comprised of those contacted by students in Emery County and those in Carbon County who returned their forms to Boyd Bell. This number represents approximately 45 per-cent of all those in the education associations of the two counties. Since this proportion of members did respond, it was felt that it was likely to represent the entire membership effectively. This assumption is backed up by statistical evidence: when chi-square tests are used to see if the responses from Emery County differ from those of Carbon County, thus testing the assumption that the responses from Emery County may be combined with the total without distorting the results, no significant differences are found to exist.

The 131 businesses contacted represent approximately 26 per-cent of the businesses in C.E.U.'s community. It was hoped that all of the businesses in the area would be contacted, but this goal was not reached by the high school students doing the interviewing. In the absence of any evidence to the contrary it is assumed that the 131 business that were contacted do represent the population of businesses as a whole and the results will be presented.

The 107 members of the public contacted by the high school students were people whose names had been randomly selected from the telephone book. The additional 146 persons were people selected by a random block process throughout the towns of Price (where C.E.U. is located) and Helper. These included people not in the telephone book. The respondents were limited to any member of the family of age 18 or more who answered the door. Despite the two methods of selection used, it is felt that the total sample of 253 does adequately represent the population in the area of the College of Eastern Utah. This assumption is again backed up by some statistical evidence: when chi-square tests are used to see if the responses from Emery County differ from those of Carbon County or the responses from those contacted by the high school students differ from those subsequently contacted, thus testing the assumption that the responses may be combined without distorting the results, no significant differences are found to exist. However, in this case the above conclusion also rests on another assumption. This being that the people who were contacted, having been contacted almost exclusively during the day-time, would not differ significantly in their responses from the responses of the people who would have responded had they been contacted in the evening. Although there is no evidence to support this assumption, it is felt that members of a family, especially husband and wife, share similar views. It is upon this hope that the results for the public will be presented.

After the data was tabulated, the responses were separated by various factors to determine, by means of chi-square tests, whether any meaningful or significant differences in response exist among various groups.

It is on the basis of these methods then, that the following results were gathered. In making generalizations about the total population, as mentioned above, it is felt that the response was adequate and these generalizations accurately reflect (within the stated limits) the views of those in the "neighborhood" of the College of Eastern Utah.

Results

Members of the General Public

First, some demographic data gathered from the respondents will be presented in tabular form.

Demographic Factor		Per-cent	95% Confidence Interval*
Sex:	Male	35.9	
	Female	64.1	
Ethnic Background:	Caucasian	91.0	87.2 - 94.8
	Chicano	7.8	4.2 - 11.3
	Other	1.2	0.0 - 2.8
Educational Level:	Elementary School	5.3	
	Junior High School	14.6	
	Some High School	17.5	
	High School Graduate	28.9	
	Some College	27.6	
	Bachelors Degree or Higher	6.1	
Yearly Family Income:	Less than $ 5,000	17.8	12.3 - 23.2
	$ 5,000 - $ 9,999	27.9	21.5 - 34.2
	$10,000 - $14,999	23.6	17.5 - 29.6
	$15,000 - $19,999	19.7	14.1 - 25.4
	$20,000 - $25,000	9.1	5.0 - 13.3
	More than $25,000	1.9	0.0 - 4.0
Employment:	Full-time	23.8	
	Part-time	13.0	
	Not Employed	63.2	
Ever Attended CEU:	Yes	29.1	
	No	70.9	
Member of Family Attended CEU:	Yes	63.8	57.5 - 70.1
	No	36.2	29.9 - 42.5

*Confidence intervals will be provided only where it is felt that the demographic data represents the population as a whole. (See methodology.)

It can be seen from the information on sex and employment that if the contacting had been done in the evening a different group of people would have responded. The differences apparent in employment by sex are illustrated in the following table.

	Employment								
	Full-Time		Part-Time		Not Employed		Total		
	#	%	#	%	#	%	#	%	
Male	35	43.8	2	2.5	43	53.8	80	100.1	$\chi^2 = 32.94$
Female	18	12.6	26	18.2	99	69.2	143	100.0	df = 2 (***)[1]
Total	53	23.8	28	12.6	142	63.7	223	100.1	

It is apparent from this table that a higher percentage of women than men are not employed or employed part-time, which, of course, is expected. A large number of the unemployed males are retired individuals.

It is felt that the factors relating to the level of education of the respondents are not representative of the population because of the possibility that those people who work during the day (and therefore didn't respond) are probably better educated than those who do not work. One more note on the demographic data is that the average yearly salary of the families contacted was $11,600.

The total responses to the other items in the questionnaire will now be presented with accompanying intervals within which the true population value has at least a 95 per-cent chance of falling.

Do you think C.E.U. provides its students adequate social activities?

Response	Number	Per-cent	95% Confidence Interval
Yes	127	52.9	46.4 - 59.5
No	15	6.3	3.0 - 9.5
No Opinion	98	40.8	34.4 - 47.3

This table shows that there is significant doubt among the population as to the adequacy of social activities at C.E.U. Although the number of those who think C.E.U. does not provide adequate activities is small, no significant difference exists between those

[1] Symbol definitions for χ^2 tests (to apply throughout report):
* - significant at 95% level
** - significant at 99% level
*** - significant at 99.9% level

who have no opinion about social activities and those who feel C.E.U. does provide adequate activities.

Do you think C.E.U. provides its students more personal attention than four-year colleges?

Response	Number	Per-cent	95% Confidence Interval
Yes	153	63.8	57.5 - 70.1
No	16	6.7	3.3 - 10.0
No Opinion	71	29.6	23.6 - 35.6

This table shows that a strong majority of the public feel that C.E.U. provides more personal attention to its students than four-year schools.

Dc you think C.E.U. provides its students a less expensive education than four-year colleges?

Response	Number	Per-cent	95% Confidence Interval
Yes	168	70.0	64.0 - 76.0
No	4	1.7	0.0 - 3.5
No Opinion	68	28.3	22.4 - 34.3

This table shows that a large majority of local residents feel that C.E.U. is less expensive than four-year schools.

Do you think C.E.U. provides its students a high quality academic education?

Response	Number	Per-cent	95% Confidence Interval
Yes	131	55.3	48.7 - 61.8
No	30	12.7	8.3 - 17.0
No Opinion	76	32.1	25.9 - 38.2

The largest number of people feel that a high quality academic education is available from C.E.U. However, although still small, the largest number of negative responses to any question was also observed for this question.

Do you think C.E.U. provides its students adequate preparation for work in technical fields?

Response	Number	Per-cent	95% Confidence Interval
Yes	145	61.4	55.0 - 67.9
No	19	8.1	4.6 - 11.6
No Opinion	72	30.5	24.4 - 36.6

Once again, positive answers form the majority response to the question of whether C.E.U. provides adequate preparation for work in technical fields.

Do you think C.E.U. provides its students adequate preparation for transferring to a four-year college?

Response	Number	Per-cent	95% Confidence Interval
Yes	135	56.7	50.2 - 63.2
No	24	10.1	6.0 - 14.1
No Opinion	79	33.2	27.0 - 39.4

This table shows that a majority of the public feel that C.E.U. provides adequate preparation for transferring to a four-year school.

Do you think the campus facilities of C.E.U. are well equipped?

Response	Number	Per-cent	95% Confidence Interval
Yes	137	57.3	50.8 - 63.8
No	12	5.0	2.0 - 8.0
No Opinion	90	37.7	31.1 - 44.2

It is shown above that the majority of the local residents believe that C.E.U. is well equipped.

Do you think the campus facilities of C.E.U. are convenient to your location?

Response	Number	Per-cent	95% Confidence Interval
Yes	200	83.7	78.8 - 88.6
No	5	2.1	0.1 - 4.1
No Opinion	34	14.2	9.6 - 18.9

It is obvious from the above that the overwhelming majority of local residents feel that C.E.U. is located conveniently.

Do you think the campus facilities of C.E.U. are modern?

Response	Number	Per-cent	95% Confidence Interval
Yes	185	77.7	72.2 - 83.2
No	11	4.6	1.7 - 7.5
No Opinion	42	17.6	12.6 - 22.7

Once again, it is seen that a large majority of the residents have a positive opinion of C.E.U., in this case that C.E.U.'s facilities are modern.

Do you think the campus facilities of C.E.U. are attractive?

Response	Number	Per-cent	95% Confidence Interval
Yes	201	84.1	79.2 - 89.0
No	10	4.2	1.4 - 6.9
No Opinion	28	11.7	7.4 - 16.0

It is clear from the above table that a very large majority of the local residents feel that C.E.U. is attractive.

Would you recommend that a high school graduate attend C.E.U. for the first two years of his college career rather than a four-year college?

Response	Number	Per-cent	95% Confidence Interval
Yes	188	78.3	72.9 - 83.8
No	17	7.1	3.6 - 10.5
No Opinion	35	14.6	9.9 - 19.3

It can be seen from the above table that the majority of local residents feel that C.E.U. is the place for a high school graduate to go to school. No significant difference exists in the number of those having no opinion about this matter and those feeling that they would not recommend C.E.U. to a high school student.

Do you think that attending C.E.U. before transferring to a four-year college necessarily means that it will take that student longer to graduate from the four-year college?

Response	Number	Per-cent	95% Confidence Interval
Yes	57	27.5	21.2 - 33.9
No	150	72.5	66.1 - 78.8

This table shows that a majority of the public feel that attending C.E.U. doesn't hurt a student when he transfers to a four-year school.

With the exception of social activities, it is clear that the public's opinion of C.E.U. is quite positive. In order to examine these perceptions in more detail, the responses were broken down into various subgroups and compared with each other. The results of these comparisons, performed by means of chi-square tests, will now be presented.

When the responses to each of the items on the questionnaire were compared by sex, no significant differences were found, except in the area of employment, which has already been presented.

The responses given by caucasians were compared with the answers given by Chicanos. There were no significant differences between these two groups in their answers to most of the questions on the survey. However, they did differ in their responses to several questions, as illustrated below.

Do you think C.E.U. provides its students adequate preparation for work in technical fields?

	Yes		No		No Opinion		Total		
	#	%	#	%	#	%	#	%	
Chicano	8	44.4	5	27.8	5	27.8	18	100.0	$\chi^2 = 9.91$ df = 2 **
Caucasian	131	61.8	14	6.6	67	31.6	212	100.0	
Total	139	60.4	19	8.3	72	31.3	230	100.0	

Do you think the campus facilities of C.E.U. are modern?

	Yes		No		No Opinion		Total		
	#	%	#	%	#	%	#	%	
Chicano	9	52.9	3	17.6	5	29.4	17	99.9	$\chi^2 = 9.23$ df = 2 **
Caucasian	170	79.4	8	3.7	36	16.8	214	99.9	
Total	179	77.5	11	4.8	41	17.7	231	100.0	

These tables show that Chicanos are much more negative than caucasians in their opinion of C.E.U.'s ability to provide adequate preparation for work in technical fields and more negative and uncertain as to how modern C.E.U.'s facilities are. These two groups did not differ in their willingness to recommend C.E.U. nor did they differ as to whether they, or members of their families, had attended C.E.U.; so it is apparent that the above impressions are due to some other factors.

At this point, it appears useful to examine some demographic factors in relation to the ethnic background of the respondents. When the level of education attained by the respondents is compared with their ethnic background, the following table results.

	Level of Education													
	Elementary School		Jr. High School		Some High School		High School Graduate		Some College		Bachelors or Higher		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Chicano	2	11.1	7	38.9	4	22.2	3	16.7	1	5.6	1	5.6	18	100.1
Caucasian	8	3.6	27	12.3	39	17.7	67	30.5	65	29.5	14	6.4	220	100.0
Total	10	4.2	34	14.3	43	18.1	70	29.4	66	27.7	15	6.3	238	100.0

$\chi^2 = 15.20$
df = 5
**

It is clear from this table that the educational level of Chicanos in the area of the College of Eastern Utah is below that of caucasians. However, when the family incomes are compared, as shown below, no significant differences are apparent.

	Family Income													
	Less than $5,000		$5,000-$9,999		$10,000-$14,999		$15,000-$19,999		$20,000-$25,000		More Than $25,000		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Chicano	3	17.6	5	29.4	3	17.6	5	29.4	1	5.9	0	0.0	17	99.9
Caucasian	33	17.8	52	28.1	45	24.3	36	19.5	15	8.1	4	2.2	185	100.0
Total	36	17.8	57	28.2	48	23.8	41	20.3	16	7.9	4	2.0	202	100.0

$\chi^2 = 1.53$
df = 5
N.S.

It should be noted that no differences between Chicanos and caucasians are apparent for sex or the proportion not employed or employed full or part-time. When the level of education of the respondents is compared with family income the following table results.

Level of Education

		Elementary School		Jr. High School		High School		High School Graduate		Some College		Bachelors or Higher		Total	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Family Income	Less than $5,000	5	13.5	12	32.4	4	10.8	4	10.8	11	29.7	1	2.7	37	99.9
	$5,000-$9,999	2	3.4	12	20.7	14	24.1	21	36.2	7	12.1	2	3.4	58	99.9
	$10,000-$14,999	2	4.1	1	2.0	8	16.3	14	28.6	22	44.9	2	4.1	49	100.0
	$15,000-$19,999	0	0.0	1	2.4	7	17.1	16	39.0	12	29.3	5	12.2	41	100.0
	$20,000-$25,000	0	0.0	1	5.6	1	5.6	7	38.9	8	44.4	1	5.6	18	100.1
	More than $25,000	0	0.0	0	0.0	1	25.0	1	25.0	1	25.0	1	25.0	4	100.0
	Total	9	4.3	27	13.0	35	16.9	63	30.4	61	29.5	12	5.8	207	99.9

$\chi^2 = 61.79$
df = 25
***

The upward pattern of increased income accompanying higher level of education is apparent, especially when the column mode values [underlined] are examined. This same pattern exists when caucasians are examined in terms of income and level of education. However, when Chicano's family incomes are compared with their educational level no significant differences are shown to exist. This suggests that, although earnings are similar between the two groups, Chicanos in this community, as a rule, would not be found in the "higher status" jobs requiring relatively higher levels of education. Therefore, it appears the Chicanos in the area may be more heavily involved in the technical type jobs. Since they have a lower opinion of C.E.U.'s abilities in technical areas it seems that improvement is needed. This improvement needs to be manifest either as better communication of C.E.U.'s technical programs to those of negative opinion or actual improvement of the technical programs or perhaps both.

It is not clear, of course, whether these assertions really have anything to do with the negative opinions held by Chicanos of C.E.U.'s technical job training abilities and how modern the facilities are. However, the facts presented do represent ideas which need to be considered in trying to serve all segments of the population surrounding C.E.U.

There is also the possibility that with a larger sample of Chicanos a relationship equivalent to that shown for caucasians between level of education and family income would be shown to exist. This would eliminate the differing types of employment theory as an explanation for the differences in opinion between Chicanos and caucasians.

When the level of education was compared with the employment status of the residents in the area of C.E.U., no significant differences were found to exist. The same conclusion was reached when the level of education was compared with whether any member of the family had attended C.E.U. Naturally, differences did exist between responses for level of education and whether the individual had attended C.E.U. or not. When level of education was used as a factor in examining possible differences in response for the other questions on the survey, no significant differences were found except in those areas illustrated below.

Do you think C.E.U. provides its students more personal attention than four-year colleges?

		Yes		No		No Opinion		Total		
		#	%	#	%	#	%	#	%	
Level of Education	Elementary School	3	30.0	0	0.0	7	70.0	110	100.0	
	Jr. High School	20	58.8	2	5.9	12	35.3	34	100.0	
	Some High School	26	60.5	4	9.3	13	30.2	43	100.0	$\chi^2 = 27.92$
	High School Graduate	42	60.9	3	4.3	24	34.8	69	100.0	df = 10
	Some College	51	77.3	3	4.5	12	18.2	66	100.0	**
	Bachelors or Higher	9	64.3	4	28.6	1	7.1	14	100.0	
	Total	151	64.0	16	6.8	69	29.2	236	100.0	

Do you think C.E.U. provides its students adequate preparation for transferring to a four-year college?

		Yes		No		No Opinion		Total		
		#	%	#	%	#	%	#	%	
Level of Education	Elementary School	6	54.5	0	0.0	5	45.5	11	100.0	$\chi^2 = 20.48$ df = 10 *
	Jr. High School	19	55.9	2	5.9	13	38.2	34	100.0	
	Some High School	21	52.5	2	5.0	17	42.5	40	100.0	
	High School Graduate	42	60.9	3	4.3	24	34.8	69	100.0	
	Some College	38	56.7	15	22.4	14	20.9	67	100.0	
	Bachelors or Higher	8	57.1	2	14.3	4	28.6	14	100.0	
	Total	134	57.0	24	10.2	77	32.8	235	100.0	

Do you think the campus facilities of C.E.U. are modern?

		Yes		No		No Opinion		Total		
		#	%	#	%	#	%	#	%	
Level of Education	Elementary School	4	40.0	1	10.0	5	50.0	10	100.0	$\chi^2 = 19.24$ df = 10 *
	Jr. High School	30	88.2	1	2.9	3	8.8	34	99.9	
	Some High School	28	68.3	1	2.4	12	29.3	41	100.0	
	High School Graduate	58	85.3	2	2.9	8	11.8	68	100.0	
	Some College	51	76.1	5	7.5	11	16.4	67	100.0	
	Bachelors or Higher	12	85.7	0	0.0	2	14.3	14	100.0	
	Total	183	78.2	10	4.3	41	17.5	234	100.0	

The pattern of responses is clear in the first two tables, however, in the last one it is not clear that any meaningful trend exists. In the first table it is apparent that those who have gone to college are more positive and more definite in their opinion of C.E.U.'s ability to provide personal attention. Those who have graduated with a bachelors degree or higher also have more negative feelings about C.E.U. in this area. In the area of transfer preparation, those who have gone to college are less undecided and more negative in their opinions. However, no significant differences exist in opinions of the quality of academic or technical instruction at C.E.U., nor do they exist in willingness to recommend C.E.U. It is of interest to note that those who have had at least four years of college education are more negative about the personal attention and the preparation for transfer at C.E.U. This will be examined more closely in relation to those who attended C.E.U. and then transferred to another school, at a later point in this study.

Family income is the next area of investigation. As would be expected a relationship exists between income and employment status. The following table illustrates another relationship found to exist.

ave You ver ttended .E.U.?	Family Income													
	Less Than $5,000		$5,000-$9,999		$10,000-$14,999		$15,000-$19,999		$20,000-$25,000		More Than $25,000		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Yes	10	16.1	9	14.5	20	32.3	14	22.6	9	14.5	0	0.0	62	100.0
No	24	17.1	48	34.3	30	21.4	26	18.6	8	5.7	4	2.9	140	100.0
Total	34	16.8	57	28.2	50	24.8	40	19.8	17	8.4	4	2.0	202	100.0

$\chi^2 = 14.09$
df = 5
*

It is seen from this table that more of those with incomes less than $10,000 did not attend C.E.U. and, except for the highest incomes, more of those with incomes over $10,000 did attend C.E.U. Of course, this may be a reflection of the effect education has on income which was illustrated earlier. However, it certainly does not provide any negative information on the effects of an education at C.E.U. No other differences in response for various levels of income were observed, except for the question of whether attending C.E.U. lengthens a student's time at a transfer institution. While significant, no meaningful trend in responses was noted for this question, so consideration will end at this point.

The effects associated with the respondent's status of employment are next to be considered. There is a significant result in the responses when employment status is compared with whether the individual attended C.E.U.

Have you ever attended C.E.U.?

		Yes #	Yes %	No #	No %	Total #	Total %
Employment	Full-time	24	42.9	32	57.1	56	100.0
	Part-time	13	43.3	17	56.7	30	100.0
	Not Employed	31	20.7	119	79.3	150	100.0
	Total	68	28.8	168	71.2	236	100.0

$\chi^2 = 13.32$
$df = 2$
$**$

It is seen from this table that a greater proportion of those who have attended C.E.U. are employed, either part or full-time, than those who have not attended C.E.U. When this is considered in light of the previous results, that level of education and employment status are not related and that sex and whether the individual attended C.E.U. are not related, it appears that having attended C.E.U. is a positive factor in whether the residents in this area are employed.

There is no relationship between employment status and any other of the questions in the survey except those illustrated below.

Do you think C.E.U. provides its students adequate preparation for work in technical fields?

		Yes #	Yes %	No #	No %	No Opinion #	No Opinion %	Total #	Total %
Employment	Full-time	31	56.4	10	18.2	14	25.5	55	100.1
	Part-time	18	60.0	1	3.3	11	36.7	30	100.0
	Not Employed	93	64.6	7	4.9	44	30.6	144	100.1
	Total	142	62.0	18	7.9	69	30.1	229	100.0

$\chi^2 = 11.17$
$df = 4$
$*$

Do you think the campus facilities of C.E.U. are modern?

		Yes #	Yes %	No #	No %	No Opinion #	No Opinion %	Total #	Total %
Employment	Full-time	39	69.6	6	10.7	11	19.6	56	99.9
	Part-time	20	64.5	1	3.2	10	32.3	31	100.0
	Not Employed	119	83.2	3	2.1	21	14.7	143	100.0
	Total	178	77.4	10	4.3	42	18.3	230	100.0

$\chi^2 = 13.08$
$df = 4$
$*$

These tables show that those who are employed, and specifically, those who are employed full-time, have a lower opinion of C.E.U.'s ability to adequately prepare students for technical work and have a lower opinion of how modern C.E.U. is.

In comparing the responses given to the question of whether the individual had ever attended C.E.U., some of the comparisons where a significant difference did not exist are more interesting and enlightening than those where differences did exist. Namely the following: no significant difference existed in willingness to recommend attending C.E.U. whether the respondent had attended C.E.U. or not; and, no significant difference existed in family members having attended C.E.U. whether the respondent had or not. Such results do not have anything good to say about the C.E.U. experience of those in the local community.

Most of the other comparisons were significant. For the sake of brevity, only the most meaningful tests will be illustrated in tabular form, the remainder will be discussed below.

The difference in response to the question of the adequacy of social activities at C.E.U. is due mainly to the fact that those who have not been to C.E.U. express a higher proportion of "no opinion" responses than those who have been to C.E.U. The differences in answers to the question of whether C.E.U. provides more personal attention than four-year schools are due to a more positive and less undecided response by those who have attended C.E.U. A similar case exists for the question of whether C.E.U. is less expensive than a four-year school; those who have attended C.E.U. are more positive and less undecided that this is the case.

Do you think C.E.U. provides its students a high quality academic education?

		Yes		No		No Opinion		Total	
		#	%	#	%	#	%	#	%
Have You Ever Attended C.E.U.?	Yes	41	60.3	15	22.1	12	17.6	68	100.0
	No	88	53.3	15	9.1	62	37.6	165	100.0
	Total	129	55.4	30	12.9	74	31.8	233	100.1

$\chi^2 = 12.73$
df = 2
**

Do you think C.E.U. provides its students adequate preparation for work in technical fields?

		Yes		No		No Opinion		Total	
		#	%	#	%	#	%	#	%
Have You Ever Attended C.E.U.?	Yes	51	71.8	7	9.9	13	18.3	71	100.0
	No	92	56.4	12	7.4	59	36.2	163	100.0
	Total	143	61.1	19	8.1	72	30.8	234	100.0

$\chi^2 = 7.44$
df = 2
*

Do you think C.E.U. provides adequate preparation for transferring to a four-year college?

		Yes		No		No Opinion		Total	
		#	%	#	%	#	%	#	%
Have You Ever Attended C.E.U.?	Yes	42	59.2	16	22.5	13	18.3	71	100.0
	No	92	55.8	8	4.8	65	39.4	165	100.0
	Total	134	56.8	24	10.2	78	33.1	236	100.1

$\chi^2 = 22.05$
df = 2
***

These tables show that those people who have attended C.E.U. are more negative and less undecided about the question of C.E.U. providing a high quality academic education; they are more positive and less un-

decided about C.E.U.'s ability to provide adequate preparation for work in technical fields; and, they are more negative and less undecided about the adequacy of C.E.U.'s preparation for transferring to a senior college. The two questions with more negative results illustrate cases where having attended C.E.U. doesn't improve the public's image of C.E.U.

The opinion of the transfer preparation provided by C.E.U. was compared with the level of education attained for all those who had attended C.E.U. No significant difference was found to exist between those who had attended some college and those who had attained at least a bachelors degree. This result combined with that above shows that apparently it doesn't matter whether a C.E.U. student transferred to another institution; nevertheless, those who have attended C.E.U. are not as sure that C.E.U. provides adequate preparation for transferring to a four-year college.

In answering the question of whether C.E.U. is well equipped, those who had attended C.E.U. were more positive, more negative and less undecided in their responses than those who hadn't attended C.E.U. There were no differences in the proportions of those who thought that C.E.U. was convenient. Those who had attended C.E.U. were more positive and less undecided in their responses to the question of how modern C.E.U.'s facilities are. In answering the question of how attractive C.E.U. is, those who had attended were less undecided in their responses than those who hadn't attended.

Finally, the responses to the question of whether the individual would recommend attending C.E.U. were used to examine the responses to the other questions. It is found that a significant relationship exists for all of them. In order to save space, as before, only the most meaningful will be presented tabularly.

Would you recommend that a high school graduate attend C.E.U. for the first two years of his college career rather than a four-year college?

		Yes		No		No Opinion		Total		
		#	%	#	%	#	%	#	%	
Has any Member of Your Immediate Family Ever Attended C.E.U.?	Yes	125	85.0	10	6,8	12	8.2	147	100.0	$\chi^2 = 13.86$ df = 2 ***
	No	57	66.3	7	8.1	22	25.6	86	100.0	
	Total	182	78.1	17	7.3	34	14.6	233	100.0	

It is seen in this table that a member of a person's family is more likely to have attended C.E.U. if that person recommends C.E.U. When this result is considered along with the results discussed previously,

its meaning becomes more clear, namely: tendency to recommend C.E.U. doesn't depend upon whether the individual attended C.E.U.; and, a member of the family attending C.E.U. is not related to the individual having attended C.E.U. It is seen from this that the attitude of the individual toward C.E.U. is more important in influencing others to attend C.E.U. than any other factor considered in this report. It has been shown that in many areas an individual who has attended C.E.U. has a better opinion of C.E.U. in these areas than someone who has not attended C.E.U. However, it has also been shown that in some areas the opinion of those who have attended C.E.U. is lower than those who have not attended C.E.U. These, therefore, are the areas which should receive the most attention, for as the following results will show, all of the areas examined are related to the willingness shown by an individual to recommend C.E.U.

Those who would recommend C.E.U. are more positive and less undecided: (1) about the adequacy of social activities at C.E.U.; (2) about the amount of personal attention given at C.E.U.; and (3) about the relative expense of going to C.E.U. Those who would not recommend C.E.U. are more negative about the quality of academic education and the ability of C.E.U. to prepare students to transfer to other institutions, while those who would recommend C.E.U. are more positive and less undecided about the quality of academic and technical training at C.E.U. and are more positive and less negative and undecided about C.E.U.'s abilities in preparing students to transfer. Again, those who would recommend C.E.U. are more positive and less undecided: (1) about how well equipped C.E.U. is; (2) about how convenient C.E.U. is; (3) about how modern C.E.U. is; and (4) about how attractive C.E.U. is. Those who would not recommend C.E.U. are more sure that attending C.E.U. requires more time to graduate at a transfer institution while those who would recommend C.E.U. feel the opposite.

From these results gathered from the public in the area of C.E.U., it is seen that many facets of C.E.U. affect the public in their opinions and in their willingness to recommend that students attend C.E.U. Those facets which seem to be most crucial, due to the overall response of the public or the responses of sub-groups of the public, appear to be those areas of (1) the social activities at C.E.U.; (2) the quality of the academic instruction at C.E.U.; (3) the adequacy of the training in technical areas; (4) the adequacy of the college transfer preparation; and (5) how modern the facilities of C.E.U. are. It is of interest to note that these critical areas closely parallel those most significant areas identified by high school graduates in the area of C.E.U. as reported in the C.E.U. Office of Institutional Research report, "Impressions of C.E.U. as Expressed by Local High School Graduates, 1975". This adds weight to the validity of the above claim. The five areas named above are areas where significant proportions of the population need to have their impressions of C.E.U. altered before the segments of the population represented can be expected to favorably change their opinion of C.E.U. or their willingness to recommend C.E.U.

The public passed on many other comments about C.E.U. There were many of a general, positive nature and then there were some more specific comments. In most cases, no consensus could be gathered from the comments as one person would praise some aspect of C.E.U. and then another would criticize this same aspect. There was one area where

comments did form a cluster of similar responses: the area of athletics. The general feeling of the several people who commented on athletics was that basketball should be de-emphasized in favor of baseball and football. In another area of comment, there was some indication of a lack of understanding among the public of C.E.U.'s role as a community college. Several people commented that they felt that C.E.U. should become a four-year college. Such comments indicate that the public may need to be better informed as to the purpose of C.E.U. in the community. Limiting the summary of comments to the above, any additional conclusions relating to the data supplied by the members of the general public will be presented in conjunction with the information garnered from the other groups of respondents to the survey.

Members of the Education Associations

The responses given by members of the Carbon and Emery County Education Associations will now by presented. First of all, some demographic information on the respondents will be given.

Demographic Factor		Per-cent	95% Confidence Interval
Sex:	Male	46.8	39.4 - 54.3
	Female	53.2	45.7 - 60.6
Ethnic Background:	Caucasian	98.2	95.9 - 99.2
	Chicano	1.8	0.8 - 4.1
Educational Level:	Bachelors or Less	78.6	72.4 - 84.7
	Masters of Higher	21.4	15.3 - 27.6
Yearly Family Income:	Less than $10,000	18.4	11.7 - 25.1
	$10,000 - $14,999	36.8	28.6 - 45.0
	$15,000 - $19,999	20.7	13.3 - 28.1
	$20,000 - $25,000	9.2	4.0 - 14.4
	More than $25,000	14.9	8.7 - 21.2
Employment:	Full-time	96.4	93.4 - 98.4
	Part-time	3.6	1.6 - 6.6
Ever Attended CEU:	Yes	59.8	52.5 - 67.1
	No	40.2	32.9 - 47.5
Member of Family Attended CEU:	Yes	57.7	50.3 - 65.0
	No	42.3	35.0 - 49.7

It can be seen from this table that the public school teachers in the area are almost exclusively caucasian, with most having attended C.E.U. The average family income of these members of the education associations is $16,100. This high figure can be explained if it is considered that in the case of female teachers, their income is often supplementing their husband's income.

The answers of the educators to the other questions will now be presented.

Do you think C.E.U. provides its students adequate social activities?

Response	Number	Per-cent	95% Confidence Interval
Yes	57	51.4	43.9 - 58.8
No	20	18.0	12.2 - 23.9
No Opinion	34	30.6	23.7 - 37.6

This table shows that more educators feel that C.E.U. does provide adequate social activities than have any other opinion. A significant difference does not exist between those with no opinion and a negative opinion of social activities.

Do you think C.E.U. provides its students more personal attention than four-year colleges?

Response	Number	Per-cent	95% Confidence Interval
Yes	84	75.0	68.5 - 81.5
No	10	8.9	4.5 - 13.4
No Opinion	18	16.1	10.5 - 21.6

This table shows a majority of the educators feel that C.E.U. provides more personal attention than four-year schools. Again, no significant difference exists in the proportion of those with no opinion and a negative opinion.

Do you think C.E.U. provides its students a less expensive education than four-year colleges?

Response	Number	Per-cent	95% Confidence Interval
Yes	96	85.7	80.4 - 91.0
No	4	3.6	1.6 - 6.6
No Opinion	12	10.7	5.9 - 15.5

The responses to this question parallel those above. A large majority feel that C.E.U. is less expensive and no significant difference exists between those who have no opinion or a negative opinion on this question.

Do you think C.E.U. provides its students a high quality academic education?

Response	Number	Per-cent	95% Confidence Interval
Yes	65	58.6	51.2 - 6[illegible]
No	13	11.7	6.7 - 16.7
No Opinion	33	29.7	22.9 - 36.6

The educators indicate that a majority of positive responses exist in their opinions of the quality of the academic education available at C.E.U.

Do you think C.E.U. provides its students adequate preparation for work in technical fields?

Response	Number	Per-cent	95% Confidence Interval
Yes	42	37.5	30.3 - 44.7
No	15	13.4	8.2 - 18.6
No Opinion	55	49.1	41.7 - 56.5

No significant difference exists in the number of those educators with no opinion and those with a positive opinion of C.E.U.'s ability to provide adequate preparation for work in technical fields.

Do you think C.E.U. provides its students adequate preparation for transferring to a four-year college?

Response	Number	Per-cent	95% Confidence Interval
Yes	74	66.7	59.6 - 73.7
No	11	9.9	5.3 - 14.6
No Opinion	26	23.4	17.0 - 29.8

This table shows a majority of educators with a positive opinion of C.E.U.'s ability to provide adequate preparation for transfer to a senior college.

Do you think the campus facilities of C.E.U. are well equipped?

Response	Number	Per-cent	95% Confidence Interval
Yes	56	50.0	42.6 - 57.4
No	20	17.9	12.1 - 23.7
No Opinion	36	32.1	25.2 - 39.1

This table shows that more of the educators feel that C.E.U. is well equipped than any other response.

Do you think the campus facilities of C.E.U. are convenient to your location?

Response	Number	Per-cent	95% Confidence Interval
Yes	96	85.7	80.4 - 91.0
No	4	3.6	1.6 - 6.6
No Opinion	12	10.7	5.9 - 15.5

A large majority of the educators feel that C.E.U. is convenient. No significant difference exists between the numbers of those with no opinion or a negative opinion of the convenience of C.E.U.

Do you think the campus facilities of C.E.U. are modern?

Response	Number	Per-cent	95% Confidence Interval
Yes	85	78.6	72.4 - 84.7
No	5	4.5	2.0 - 7.8
No Opinion	19	17.0	11.3 - 22.7

A clear majority of educators feel that C.E.U.'s facilities are modern.

Do you think the campus facilities of C.E.U. are attractive?

Response	Number	Per-cent	95% Confidence Interval
Yes	96	85.7	80.4 - 91.0
No	2	1.8	0.8 - 4.1
No Opinion	14	12.5	7.4 - 17.6

Again, a large majority of educators answer affirmatively, this time stating that they feel the campus facilities of C.E.U. are attractive.

Would you recommend that a high school graduate attend C.E.U. for the first two years of his college career rather than a four-year college?

Response	Number	Per-cent	95% Confidence Interval
Yes	81	72.3	15.6 - 79.0
No	18	16.1	10.5 - 21.6
No Opinion	13	11.6	6.7 - 16.5

This table shows that a majority of the members of the local education associations would recommend C.E.U. to a high school graduate. No significant difference exists between the percentage of those with no opinion and those with a negative opinion.

Do you think that attending C.E.U. before transferring to a four-year college necessarily means that it will take that student longer to graduate from the four-year college?

Response	Number	Per-cent	95% Confidence Interval
Yes	13	11.6	6.7 - 16.5
No	99	88.4	83.5 - 93.3

This table shows that a clear majority of local educators do not feel that attending C.E.U. will hold up a student upon transfer to a four-year college.

It is now appropriate to examine the above responses more closely. This will be done, as before, by separating the responses into those of various sub-groups and comparing by means of the chi-square test.

The first area to be examined is that of possible differences of opinion between men and women. There were several significant differences noted. They will be presented below.

		Educational Level							
		Bachelors or less		Masters		Doctors		Total	
		#	%	#	%	#	%	#	%
Sex	Men	33	63.5	17	32.7	2	3.8	52	100.0
	Women	54	91.5	5	8.5	0	0.0	59	100.0
	Total	87	78.4	22	19.8	2	1.8	111	100.0

$\chi^2 = 13.23$
df = 2
**

		Family Income											
		Less than $10,000		$10,000-$14,999		$15,000-$19,999		$20,000 $25,000		More than $25,000		Total	
		#	%	#	%	#	%	#	%	#	%	#	%
Sex	Men	11	26.2	20	47.6	9	21.4	2	4.8	0	0.0	42	100.0
	Women	5	11.4	12	27.3	9	20.5	6	13.6	12	27.3	44	100.1
	Total	16	18.6	32	37.2	18	20.9	8	9.3	12	14.0	86	100.0

$\chi^2 = 18.21$
df = 4
**

Has any member of your immediate family ever attended C.E.U.?

		Yes		No		Total	
		#	%	#	%	#	%
Sex	Men	24	46.2	28	53.8	52	100.0
	Women	39	67.2	19	32.8	58	100.0
	Total	63	57.3	47	42.7	110	100.0

$\chi^2_c = 4.16$
df = 1
*

The above tables illustrate several things. First, it is apparant that a much higher percentage of the women educators than the men have only a bachelors degree. This could be a reflection of the level at which they are teaching. It seems reasonable to believe that a higher proportion of those teaching at the secondary level have an advanced degree and that a higher proportion of teachers at the secondary level are men. Secondly, the table showing women with higher family incomes than men supports the theory that many women are holding teaching positions in addition to their husband's employment. Finally, the last table indicates a greater number of those from the families of women educators have attended C.E.U. than from the families of men. The possible implications of this result will be discussed later; however, the reader is free to draw his own conclusions. It should be noted that no difference exists between men and women educators in response to the items of whether or not they had attended C.E.U. or whether or not they would recommend C.E.U.

Some additional areas of significant differences are illustrated below.

Do you think C.E.U. provides its students adequate social activities?

		Yes		No		No Opinion		Total	
		#	%	#	%	#	%	#	%
Sex	Men	20	38.5	13	25.0	19	36.5	52	100.0
	Women	37	63.8	7	12.1	14	24.1	58	100.0
	Total	57	51.8	20	18.2	33	30.0	110	100.0

$\chi^2 = 7.32$
df = 2
*

Do you think the campus facilities of C.E.U. are well equipped?

		Yes		No		No Opinion		Total	
		#	%	#	%	#	%	#	%
Sex	Men	23	44.2	16	30.8	13	25.0	52	100.0
	Women	32	54.2	4	6.8	23	39.0	59	100.0
	Total	55	49.5	20	18.0	36	32.4	111	99.9

$\chi^2 = 11.05$
df = 2
**

Both of these tables show the men to be more negative and less positive in their opinions on these subjects than the women. It is possible that these differences may at least partially account for the differences in members of the family attending C.E.U. None of the other questions showed any significant differences in response between men and women.

When the level of education was used to separate the responses, no differences were found to exist except for the question of the preparation provided by C.E.U. for work in technical fields.

Do you think C.E.U. provides its students adequate preparation for work in technical fields?

		Yes		No		No Opinion		Total	
		#	%	#	%	#	%	#	%
Level of Education	Bachelors or less	34	38.6	8	9.1	46	52.3	88	100.0
	Masters or more	8	33.3	7	29.2	9	37.5	24	100.0
	Total	42	37.5	15	13.4	55	49.1	112	100.0

$\chi^2 = 6.66$
df = 2
*

The table shows that those educators with at least a Masters' degree are more negative and less undecided as to C.E.U.'s ability to prepare an individual for work in a technical field.

When family income was used as the separating factor, several items showed significant differences in response.

Have you ever attended C.E.U.?

		Yes		No		Total	
		#	%	#	%	#	%
Family Income	Less than $10,000	4	25.0	12	75.0	16	100.0
	$10,000 - $14,999	21	65.6	11	34.4	32	100.0
	$15,000 - $19,999	8	44.4	10	55.6	18	100.0
	$20,000 - $25,000	6	75.0	2	25.0	8	100.0
	More than $25,000	10	76.9	3	23.1	13	100.0
	Total	49	56.3	38	43.7	87	100.0

$\chi^2 = 11.91$
$df = 4$
$*$

This table shows that those educators that have attended C.E.U., generally, have a higher family income. This parallels the result found among the members of the public. There it was suggested that the result may have been due to the effect of education and income. However, in the case above, since the educators are all, relative to the community, highly educated, it appears that education is not the determining factor. What the determining factor is remains to be seen; however, it could be due to reputation associated with C.E.U. in the local area or superior training provided by C.E.U. or some other possibility not even related to C.E.U. at all. Whatever the reason, the effect appears to be positive.

Several other areas of statistically significant results will be illustrated below.

Do you think the campus facilities of C.E.U. are modern?

		Yes		No		No Opinion		Total	
		#	%	#	%	#	%	#	%
Family Income	Less than $10,000	9	56.3	0	0.0	7	43.8	16	100.1
	$10,000 - $14,999	24	75.0	4	12.5	4	12.5	32	100.0
	$15,000 - $19,999	14	77.8	0	0.0	4	22.2	18	100.0
	$20,000 - $25,000	8	100.0	0	0.0	0	0.0	8	100.0
	More than $25,000	12	92.3	0	0.0	1	7.7	13	100.0
	Total	67	77.0	4	4.6	16	18.4	87	100.0

$\chi^2 = 17.36$
$df = 8$
$*$

Do you think the campus facilities of C.E.U. are attractive?

		Yes #	Yes %	No #	No %	No Opinion #	No Opinion %	Total #	Total %
Family Income	Less than $10,000	9	56.3	0	0.0	7	43.8	16	100.1
	$10,000 - $14,999	27	84.4	1	3.1	4	12.5	32	100.0
	$15,000 - $19,999	15	83.3	1	5.6	2	11.1	18	100.0
	$20,000 - $25,000	8	100.0	0	0.0	0	0.0	8	100.0
	More than $25,000	13	100.0	0	0.0	0	0.0	13	100.0
	Total	72	82.8	2	2.3	13	14.9	87	100.0

$\chi^2 = 16.22$
$df = 8$
$*$

Would you recommend that a high school graduate attend C.E.U. for the first two years of his college career rather than a four-year college?

		Yes #	Yes %	No #	No %	No Opinion #	No Opinion %	Total #	Total %
Family Income	Less than $10,000	7	43.8	7	43.8	2	12.5	16	100.1
	$10,000 - $14,999	24	75.0	3	9.4	5	15.6	32	100.0
	$15,000 - $19,999	13	72.2	2	11.1	3	16.7	18	100.0
	$20,000 - $25,000	5	62.5	3	37.5	0	0.0	8	100.0
	More than $25,000	12	92.3	1	7.7	0	0.0	13	100.0
	Total	61	70.1	16	18.4	10	11.5	87	100.0

$\chi^2 = 15.93$
$df = 8$
$*$

The first two tables above indicate a trend for more positive responses with increasing income. The trend in the last table is not nearly as pronounced. However, it seems that those most willing to recommend C.E.U. are those with incomes over $25,000 and those least willing have incomes less than $10,000. None of the other questions had any major differences in response among the various levels of income.

Due to the small numbers of those employed part-time and those that are not caucasian, examination of the responses on the basis of those categories is not included in the report. No examination was made of ethnic background and no differences were found for employment status.

As with the public, there were many significant results when the factors of whether the individual had ever attended C.E.U. and whether they would recommend C.E.U. were used to separate the responses. Again, as with the public, only the most meaningful will be illustrated tabularly. Those will follow immediately.

Has any member of your immediate family ever attended C.E.U.?

		Yes		No		Total	
		#	%	#	%	#	%
Have you Ever Attended C.E.U.?	Yes	49	74.2	17	25.8	66	100.0
	No	15	33.3	30	66.7	45	100.0
	Total	64	57.7	47	42.3	111	100.0

$\chi^2_c = 16.70$
df = 1
***

Would you recommend that a high school graduate attend C.E.U. for the first two years of his college career rather than a four-year college?

		Yes		No		No Opinion		Total	
		#	%	#	%	#	%	#	%
Have you Ever Attended C.E.U.?	Yes	58	86.6	4	6.0	5	7.5	67	100.1
	No	23	51.1	14	31.1	8	17.8	45	100.0
	Total	81	72.3	18	16.1	13	11.6	112	100.0

$\chi^2 = 17.74$
df = 2
***

The above two tables are in contrast to the results found for the public. In addition, the result of a relationship between family members attending C.E.U. and the willingness to recommend C.E.U. does not exist for educators while it does exist for the public. Among educators it is clear that having attended school at C.E.U. is important in determining whether the educator will recommend C.E.U. As noted earlier, a higher proportion of members of the families of women educators have attended C.E.U. than men. However, there is no difference in the proportion of men and women who have attended C.E.U. or who would recommend it. It is clear that there must be some other explanation for this phenomenon. Perhaps this difference illustrates the relative weight upon members of the family of the opinions of men and women in the home.

The following results will help to identify those areas which are most important in forming an opinion of C.E.U. for those who have not attended C.E.U. Those educators who have attended C.E.U. are more positive and less undecided than those who have not attended C.E.U. about the following: adequacy of social activities, amount of personal attention, lower expense, quality of academic education, preparation for transfer to a four-year institution, how well equipped C.E.U. is, how convenient it is, and how attractive C.E.U. is. There are no significant differences in their opinion of how modern C.E.U.'s facilities are, how effective it is in preparing people for work in technical fields, or whether attending C.E.U. extends the length of ones schooling at a transfer institution.

There was no significant difference found when willingness to recommend C.E.U. was compared with opinion of C.E.U.'s ability to prepare people for work in technical fields. However, differences in willingness to recommend C.E.U. did exist for all of the other categories. Those who would recommend attending C.E.U. were more positive and less undecided about the social activities at C.E.U.; the relative expense of C.E.U.; the quality of academic education; and, how well equipped, modern and attractive C.E.U. is. Those who would not recommend C.E.U. were especially negative in their opinions of the social activities at C.E.U. and less positive in their opinions of the quality of academic education, how well equipped and how attractive C.E.U. is. Those educators who would recommend C.E.U. were more positive and less negative and less undecided as to the amount of personal attention available and C.E.U.'s ability to prepare students for transfer. Those who would not recommend C.E.U. were less positive and more undecided about the personal attention available and less positive and more negative about C.E.U.'s ability to prepare students for transfer. Those who would recommend C.E.U. were more positive about how convenient C.E.U. is and those who wouldn't recommend it were more negative.

From the results above, several generalizations may be made. First, although the educators were more undecided as to C.E.U.'s ability to prepare students for work in technical fields than they were in response to any other question, their opinion of C.E.U.'s ability in this area was not related to their willingness to recommend C.E.U. to a high school graduate. Therefore, opinion of the technical training at C.E.U. is not a critical factor among the educators. All of the other factors were related to the individual's willingness to recommend C.E.U. The most important of these is probably the opinion of the social activities at C.E.U. This is due to the difference in opinion of the adequacy of social activities which exists between men and women and the high degree of significance relating this question and one's willingness to recommend C.E.U. Of course there are other highly significant relationships which exist in conjunction with the willingness of the individual to recommend C.E.U. and these are all important. Of them, the ones that are least related to whether the individual ever attended C.E.U., and therefore the most important relationships in improving the willingness of those who haven't attended C.E.U. to recommend it include, besides social activities, opinion of the quality of the academic education available at C.E.U., how convenient and modern the facilities of C.E.U. are, and opinion

of whether C.E.U. necessitates a student spending more time at a transfer institution before he can graduate.

In the comments made by the educators, three general themes seemed to stand out. There were a number of educators that thought that C.E.U should be a four-year school. It is apparent from this that many educators are ignorant of just what the role of a community college is. There were quite a few negative comments on the activities at C.E.U. and relating to this, many wanted to see football return to C.E.U. Finally, many educators expressed the desire that C.E.U. provide more opportunities for them to take classes for recertification. This is certainly a way in which C.E.U. may provide a needed service to its community.

Members of the Business Community

The only demographic data which was collected from the business community was that relating to attendance at C.E.U. Demographic data was not collected on the other items because of the lack of comparability among the respondents due to the heterogeneous nature of the businesses represented. Therefore, in addition to the data on attendance at C.E.U., the opinions of the members of the business community will be presented immediately.

Have you ever attended C.E.U.?

Response	Per-cent	95% Confidence Interval
Yes	44.3	36.5 - 52.0
No	55.7	48.0 - 63.5

Has any member of your immediate family ever attended C.E.U.?

Response	Per-cent	95% Confidence Interval
Yes	66.9	59.5 - 74.3
No	33.1	25.7 - 40.5

Do you think C.E.U. provides its students adequate social activities?

Response	Number	Per-cent	95% Confidence Interval
Yes	71	53.8	46.1 - 61.5
No	13	9.8	5.1 - 14.6
No Opinion	48	36.4	28.9 - 43.8

Do you think C.E.U. provides its students more personal attention than four-year colleges?

Response	Number	Per-cent	95% Confidence Interval
Yes	89	67.9	60.6 - 75.2
No	7	5.3	1.6 - 9.1
No Opinion	35	26.7	19.8 - 33.6

Do you think C.E.U. provides its students a less expensive education than four-year colleges?

Response	Number	Per-cent	95% Confidence Interval
Yes	105	79.5	73.2 - 85.9
No	1	0.8	0.2 - 2.4
No Opinion	26	19.7	13.5 - 25.9

Do you think C.E.U. provides its students a high quality academic education?

Response	Number	Per-cent	95% Confidence Interval
Yes	72	55.4	47.6 - 63.2
No	13	10.0	5.2 - 14.8
No Opinion	45	34.6	27.2 - 42.1

Do you think C.E.U. provides its students adequate preparation for work in technical fields?

Response	Number	Per-cent	95% Confidence Interval
Yes	71	54.6	46.8 - 62.4
No	9	6.9	2.8 - 11.1
No Opinion	50	38.5	30.8 - 46.1

Do you think C.E.U. provides its students adequate preparation for transferring to a four-year college?

Response	Number	Per-cent	95% Confidence Interval
Yes	86	65.6	58.2 - 73.1
No	10	7.6	3.3 - 11.9
No Opinion	35	26.7	19.8 - 33.6

Do you think the campus facilities of C.E.U. are well equipped?

Response	Number	Per-cent	95% Confidence Interval
Yes	76	57.6	49.9 - 65.2
No	6	4.5	1.2 - 8.0
No Opinion	50	37.9	30.3 - 45.4

Do you think the campus facilities of C.E.U. are convenient to your location?

Response	Number	Per-cent	95% Confidence Interval
Yes	119	90.8	86.2 - 95.5
No	2	1.5	0.4 - 3.7
No Opinion	10	7.6	3.3 - 11.9

Do you think the campus facilities of C.E.U. are modern?

Response	Number	Per-cent	95% Confidence Interval
Yes	113	86.3	80.8 - 91.7
No	0	0.0	0.0 - 0.4
No Opinion	18	13.7	8.3 - 19.2

Do you think the campus facilities of C.E.U. are attractive?

Response	Number	Per-cent	95% Confidence Interval
Yes	125	94.7	91.0 - 98.4
No	0	0.0	0.0 - 0.4
No Opinion	7	5.3	1.6 - 9.0

Would you recommend that a high school graduate attend C.E.U. for the first two years of his college career rather than a four-year college?

Response	Number	Per-cent	95% Confidence Interval
Yes	107	81.7	75.6 - 87.8
No	9	6.9	2.7 - 11.0
No Opinion	15	11.5	6.4 - 16.5

Do you think that attending C.E.U. before transferring to a four-year college necessarily means that it will take that student longer to graduate from the four-year college?

Response	Number	Per-cent	95% Confidence Interval
Yes	14	11.1	6.0 - 16.3
No	112	88.9	83.7 - 94.0

It is clear that in each of the above tables significantly more of the business people respond positively, and in most instances the positive responses constitute a majority. Those cases where it is not certain that majorities of positive responses exist are the questions of social activities, quality of academic education, preparation for transfer and how well equipped C.E.U. is.

It is now appropriate to examine more deeply the responses given by the businesses.

Has any member of your immediate family ever attended C.E.U.?

		Yes		No		Total	
		#	%	#	%	#	%
Have You Ever Attended C.E.U.	Yes	51	89.5	6	10.5	57	100.0
	No	35	48.6	37	51.4	72	100.0
	Total	86	66.7	43	33.3	129	100.0

$\chi^2_c = 22.10$
df = 1
***

It is seen in this table that a strong relationship exists between whether an individual has attended C.E.U. and whether any family member has attended C.E.U. This parallels what was found for the educators. Among those who responded for the businesses, no significant differences exist in willingness to recommend C.E.U. between those who had or had not attended C.E.U. and between those whose family members had or had not attended C.E.U.

Additional areas of significance are shown below.

Do you think C.E.U. provides its students adequate social activities?

		Yes		No		No Opinion		Total	
		#	%	#	%	#	%	#	%
Have You Ever Attended C.E.U.?	Yes	37	64.9	6	10.5	14	24.6	57	100.0
	No	33	45.2	7	9.6	33	45.2	73	100.0
	Total	70	53.8	13	10.0	47	36.2	130	100.0

$\chi^2 = 6.11$
df = 2
*

It is seen here that those who have attended C.E.U. are more positive and less undecided as to the adequacy of social activities at C.E.U. A similar result exists for those who have had members of their family attend C.E.U.

There is no significant difference in opinion of the relative expense of C.E.U. between those who have and have not attended C.E.U. However, those who have had members of their family attend C.E.U. are more positive and less undecided that C.E.U. is less expensive than four-year colleges.

Do you think C.E.U. provides its students a high quality academic education?

		Yes		No		No Opinion		Total	
		#	%	#	%	#	%	#	%
Have You Ever Attended C.E.U.?	Yes	35	62.5	9	16.1	12	21.4	56	100.0
	No	35	48.6	4	5.6	33	45.8	72	100.0
	Total	70	54.7	13	10.2	45	35.2	128	100.1

$\chi^2 = 9.87$
df = 2
**

This table shows that those people in business who have attended C.E.U. are generally more positive and less undecided about whether C.E.U. provides a high quality academic education. A similar result exists for those who have had members of their family attend C.E.U.

No significant difference in opinion of C.E.U.'s ability to prepare its students for work in technical fields exists between those who have or have not attended C.E.U. However, those who have had members of their family attend C.E.U. are less undecided on this question than those who have not.

Those who have attended C.E.U. and those who have had members of their family attend C.E.U. are similar in that they are less undecided on the question of whether C.E.U. adequately prepares students for transfer to a four-year college.

Do you think the campus facilities of C.E.U. are well equipped?

		Yes		No		No Opinion		Total		
		#	%	#	%	#	%	#	%	
Have You Ever Attended C.E.U.?	Yes	43	75.4	3	5.3	11	19.3	57	100.0	$\chi^2 = 14.75$ df = 2 ***
	No	32	43.8	3	4.1	38	52.1	73	100.0	
	Total	75	57.7	6	4.6	49	37.7	130	100.0	

It is clear from this table that those who have attended C.E.U. are more positive and less undecided that C.E.U. is well equipped. No difference in response to this question exists between those who have had members of their family attend C.E.U. and those who have not. There were no other significant differences in response for the factors of whether the individual or a member of his family had attended C.E.U.

As noted earlier, the individual business person's willingness to recommend C.E.U. does not depend upon whether he or a member of his family had ever attended C.E.U. Therefore, the above results are only useful in determining which areas are affected positively by attending C.E.U. Those areas which may have a bearing on an individual's willingness to recommend C.E.U. are illustrated below.

Do you think C.E.U. provides its students more personal attention than four-year colleges?

		Yes		No		No Opinion		Total		
		#	%	#	%	#	%	#	%	
Willing to Recommend C.E.U.	Yes	80	77.7	2	1.9	21	20.4	103	100.0	$\chi^2 = 22.32$ df = 4 ***
	No	5	55.6	0	0.0	4	44.4	9	100.0	
	No Opinion	4	28.6	3	21.4	7	50.0	14	100.0	
	Total	89	70.6	5	4.0	32	25.4	126	100.0	

Do you think C.E.U. provides its students a high quality academic education?

		Yes #	Yes %	No #	No %	No Opinion #	No Opinion %	Total #	Total %
Willing to Recommend C.E.U.	Yes	69	69.0	5	5.0	26	26.0	100	100.0
	No	0	0.0	6	75.0	2	25.0	8	100.0
	No Opinion	3	23.1	1	7.7	9	69.2	13	100.0
	Total	72	59.5	12	9.9	37	30.6	121	100.0

$\chi^2 = 52.99$
df = 4
***

Do you think C.E.U. provides its students adequate preparation for work in technical fields?

		Yes #	Yes %	No #	No %	No Opinion #	No Opinion %	Total #	Total %
Willing to Recommend C.E.U.	Yes	62	62.6	8	8.1	29	29.3	99	100.0
	No	1	12.5	2	25.0	5	62.5	8	100.0
	No Opinion	7	53.8	0	0.0	6	46.2	13	100.0
	Total	70	58.3	10	8.3	40	33.3	120	99.9

$\chi^2 = 10.16$
df = 4
*

Do you think C.E.U. provides its students adequate preparation for transferring to a four-year college?

		Yes #	Yes %	No #	No %	No Opinion #	No Opinion %	Total #	Total %
Willing to Recommend C.E.U.	Yes	80	78.4	6	5.9	16	15.7	102	100.0
	No	2	25.0	3	37.5	3	37.5	8	100.0
	No Opinion	4	30.8	0	0.0	9	69.2	13	100.0
	Total	86	69.9	9	7.3	28	22.8	123	100.0

$\chi^2 = 32.77$
df = 4
***

Do you think the campus facilities of C.E.U. are convenient to your location?

		Yes		No		No Opinion		Total	
		#	%	#	%	#	%	#	%
Willing to Recommend C.E.U.	Yes	99	95.2	1	1.0	4	3.8	104	100.0
	No	7	87.5	1	12.5	0	0.0	8	100.0
	No Opinion	12	85.7	0	0.0	2	14.3	14	100.0
	Total	118	93.7	2	1.6	6	4.8	126	100.1

$\chi^2 = 9.86$
df = 4
*

Do you think that attending C.E.U. before transferring to a four-year college necessarily means that it will take that student longer to graduate from the four-year college?

		Yes		No		Total	
		#	%	#	%	#	%
Willing to Recommend C.E.U.	Yes	8	7.6	97	92.4	105	100.0
	No	5	55.6	4	44.4	9	100.0
	No Opinion	1	8.3	11	91.7	12	100.0
	Total	14	11.1	112	88.9	126	100.0

$\chi^2 = 19.39$
df = 2
***

These tables illustrate those areas among the local members of the business community which are related to positive recommendations to attend C.E.U. As noted earlier, generally, a positive feeling exists among the business people on all of the areas examined by the survey; however, those illustrated above are areas where an improvement in an opinion of C.E.U. is likely to have a positive effect on a person's willingness to recommend C.E.U. Opinions of the quality of academic education and the adequacy of transfer preparation are related to whether the individual has attended C.E.U. Opinions of the adequacy of preparation for technical work are related to whether a member of the family has attended C.E.U. The others appear to be related completely to the perception which has been acquired by the individual. In any

event, it appears that if perceptions among local business leaders in the above areas can be improved, they will be even more willing to recommend attendance at C.E.U. to a potential student.

From their comments, it appears that the members of the business community generally understand C.E.U.'s role as a community college better than the other two groups. There were some very perceptive comments admonishing C.E.U. to define its objectives and work to fulfill them and meet the needs of the community. There were quite a few comments to the effect that C.E.U. was not as effective in meeting the needs of its non-Mormon students as it was in meeting the needs of its Mormon students. It was said that this was due to an L.D.S. dominated staff and L.D.S. run activities. There were also several comments from the business community criticizing the vocational training at C.E.U. They generally stated that they felt vocational training needed to receive more emphasis at C.E.U.

Summary

It is apparent from all of the results presented in the preceding that generally, in the vicinity of the College of Eastern Utah, the college is viewed in a positive light. There appears to be a large degree of ignorance in the local area as to how effective C.E.U. is and what its role is in the community. Apparently, some effort needs to be made to explain the function of a community college to the area surrounding C.E.U. It is hoped that all members of the college staff will increase their efforts to act as ambassadors of good will for the college in their contacts with members of the community. It also appears that publicizing, through the media, the role of C.E.U. as a community college would be warranted. If the local people are aware of what C.E.U. offers and why, it seems that the phenomenon of expecting something of C.E.U. which it should not provide will cease to exist. By the same token, it will also increase C.E.U.'s accountability to the community for providing those services which are part of its mission to provide. It is apparent then that C.E.U. must clearly define its mission and objectives in relation to the community and work to fulfill them. To whatever extent C.E.U. fulfills these defined objectives it will be a community college. The point is, generally the community has a positive impression of C.E.U.; in order to improve on this, in addition to those specific areas mentioned in this report, C.E.U. must conscientiously work to become a true community college.

APPENDIX

Instructions to survey administrators: This survey is designed to be used in contacting three separate populations; (1) general citizens of Carbon and Emery Counties, (2) business leaders in Carbon and Emery Counties, and (3) members of the Carbon and Emery County Educators Association. Please note that certain questions apply only to one or two of these groups while other questions apply to all three. Indicate below what type of individual this survey applies to and ask only those questions which are required. A code is provided tc identify the appropriate questions. In Carbon County the form for Community Schools should also be filled out when interviewing members of the general public.

This survey form was used in contacting:

General Public(P)____ Business(B)____ C.C.E.A. & E.C.E.A. (C)____

P,B,C Name_____

B Position_____Business_____

P,B,C Address_____

P,C Sex: Male____ Female____

P,C Ethnic background:

_____ White/Caucasian
_____ Black/Negro/Afro-American
_____ Oriental
_____ Chicano/Mexican-American
_____ American Indian
_____ Other

P,C What is the highest level of education you have achieved?

_____ Elementary School
_____ Jr. High School
_____ Some High School
_____ High School Graduate
_____ Some College
_____ Bachelors Degree
_____ Masters Degree
_____ Doctors Degree

P,C What is your family's yearly income?

_____ Less than $5,000
_____ $5,000 - $9,999
_____ $10,000 - $14,999
_____ $15,000 - $19,999
_____ $20,000 - $25,000
_____ More than $25,000

P,C Are you employed?

_____ Full-time
_____ Part-time
_____ Not employed

P What is your occupation? _____(Include housewife)

P,B,C Have you ever attended C.E.U.? Yes___ No___

P,B,C Has any member of your immediate family ever attended C.E.U.? Yes___ No___

P,B,C Do you think C.E.U. provides its students:

Adequate social activities? Yes___ No___ No Opinion___

More personal attention than four-year colleges? Yes___ No___ No Opinion___

A less expensive education than four-year colleges? Yes___ No___ No Opinion___

A high quality academic education? Yes___ No___ No Opinion___

Adequate preparation for work in technical fields? Yes___ No___ No Opinion___

Adequate preparation for transferring to a four-year college? Yes___ No___ No Opinion___

P,B,C Do you think the campus facilities of C.E.U. are:

Well equipped? Yes___ No___ No Opinion___

Convenient to your location? Yes___ No___ No Opinion___

Modern? Yes___ No___ No Opinion___

Attractive? Yes___ No___ No Opinion___

P,B,C Would you recommend that a high school graduate attend C.E.U. for the first two years of his college career rather than a four year college? Yes___ No___ No Opinion___

P,B,C Do you think that attending C.E.U. before transferring to a four-year college necessarily means that it will take that student longer to graduate from the four year college? Yes___ No___

B Do you require or recommend employees of your business to enroll in any kind of training or schooling programs? Yes___ No___

If yes, what programs? _____

What benefits do your employees receive for participating in them?

_____

Who administers them? _____

Course Work at C.E.U.

C.E.U. offers courses in the following areas:

NATURAL SCIENCES

Biochemistry
Biology
Botany
Chemistry
Dental Hygiene (Gen. Ed.)
Ecology
Geology
Mathematics
Nursing (Gen. Ed.)
Pre-dental
Pre-engineering
Pre-medical
Pre-medical Technology
Pre-optometry
Pre-pharmacy
Pre-veterinary
Physics
Zoology

HUMANITIES AND SOCIAL SCIENCES

Anthropology
Art
Economics
Education
English
Family Life (Home Ec.)
  Clothing & Textiles
  Child Development
  Family Development
  Food & Nutrition
Health
History
Journalism
Languages
Library Science
Literature
Music (Instrumental)
Music (Vocal)
Philosophy
Physical Education
Political Science
Pre-law
Psychology
Recreation
Sociology
Speech (Debate)
Theatre Arts (Drama)

APPLIED SCIENCE (VOCATIONAL/TECHNICAL)

Accounting
Auto Mechanics
Auto Parts Merchandising
Business Management
Civil Engineering Technology
Cosmetology
Clerical
General Business
Hydraulics
Industrial Mechanics
Machine Shop
Mine Mechanics
Mining Technology
Practical Nursing
Secretarial
Stenography
Welding

The College of Eastern Utah is a state run, fully accredited community college. We have tried through our course offerings to prepare you for a job or to help you to move on to more schooling or to let you take classes in subjects of interest to you - - - whichever you desire.

C.E.U. offers the same basic education courses required the first two years of all baccalaureate programs in the state of Utah.

Two-year associate degrees and certificates of completion are also offered, if you desire to obtain employment when you complete your schooling at C.E.U.

For further information on programs, specific classes, or registration procedures, please contact:

Office of Admissions
or
Dean of Instruction

College of Eastern Utah
Price, Utah 84501

(Hand the respondent the sheet titled "Course Work at C.E.U.")

P,C Are you interested in any of these programs of study? Yes___ No___ Don't Know___

If yes, which ones? _____

P,C Are you interested in obtaining a degree in any of these programs of study? Yes___ No___ Don't Know___

If yes, which ones? _____

P,C Are there any classes which you would be interested in taking? Yes___ No___ Don't Know___

If yes, in what subjects? _____

P,C Are you interested in improving your reading skill? Yes___ No___ Don't Know___

If yes, in what ways.

_____ Speed
_____ Comprehension
_____ Vocabulary

C What specific classes do you need to maintain your certification? _____

C When do you need them? _____
(How far in the future and what time of year?)

P,C (If answer to any of the above questions is positive.)

If the clases you wanted to take were available at any time, would you prefer to take them:

_____During the day
_____ At night

B Are you interested in having the employees of your business involved in any kind of training or schooling programs? Yes___ No___ No Opinion___

If yes, what kind of programs would you like to see them involved with? (Do not have to be listed on sheet) _____

_____

B What time of year would be the best to administer such a program?

_____ Fall
_____ Winter
_____ Spring
_____ Summer
_____ Doesn't matter
_____ Year round

B Would you prefer your employees to be trained:

_____ During the evening
_____ During the day
_____ Doesn't matter

B Would you be interested in sharing the cost of tuition with your employees upon completion of the program? Yes___ No___ Uncertain__

B Do you want your employees to receive college credit for participation in this program? Yes___ No___ Uncertain__

P,B,C Are there any other comments you would like to make concerning C.E.U. or your educational desires?

Thank you for your cooperation

UNIVERSITY OF CALIF.
LOS ANGELES

FEB 4 1977

CLEARINGHOUSE FOR
JUNIOR COLLEGES